

Spring 1-15-1999

ENG 1002C-048: Literature and Composition

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Michael Main
E.I.U.-- Composition II
MWF 11-11:50, 2-2:50
MW 3-4:15

Office Hours: MWF 9:30-11:00, W 1-2, TH 10-12
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1002C-048 ✓



CLASS POLICY SHEET

Required Texts:

The Bedford Introduction to Literature, 4th ed., and A Pocket Style Manual, 2nd ed. (grammar reference). A dictionary is also strongly suggested. Both books should be brought to class every day.

Catalog description: 1002C. Composition and Literature. A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. Prerequisite: 1001C-- you must have passed Comp I to be eligible to take this class.

INSTRUCTIONAL OBJECTIVES: (from departmental guidelines):

Students should receive instruction that enables them:

To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea that responds to reading of literary works.

To read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and to think critically and write analytically about them.

To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

Minimum writing requirement: 5000 words.

EVALUATION SYSTEM AND GRADING STANDARDS:

The grade for the course will be based largely upon the student's demonstrated mastery of the above listed objectives. In addition to the major essays, a journal, attendance, participation, and a take-home final exam will also determine the final grade. Grades given are A,B,C, and NC (no credit). Students must be writing at C level or above to pass. A grade of NC will force the student to retake the course.

The grade breakdown is as follows:

| | | | |
|---|---|-----|-------|
| 2 | three page essays | 10% | each |
| 1 | seven page paper, research | 20% | |
| 1 | group project, approx. 9 pages | 20% | |
| + | student journal, quizzes, participation, etc. | 20% | total |
| 1 | take-home final exam essay (6 pages) | 20% | |

The grading standards issued by the English Department are available to every student. If you have questions regarding a grade you are issued, please don't hesitate to bring your questions to my attention. I consider it your responsibility to make sure you fully understand the grades and comments you are given on any assignment.

Absences will also factor into the final grade. Attendance is vitally important to successful completion of the class, and it is the student's responsibility to make up any assignments missed due to absences. More than four absences-- unexcused-- will result in a lower final class grade. Additionally, I prefer to be contacted beforehand if an absence is unavoidable.

Plagiarism is "the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language). See your school handbook, or see me for details. Plagiarism will result in a failing grade for the assignment, and can also result in a failing grade for the class. Any incident of plagiarism will be reported to the Judicial Affairs Office.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

METHODS OF INSTRUCTION:

This class will involve workshopping, group-discussion, in-class writing, and (possibly) student presentations as well as lecturing. Students are expected to write polished essays, correctly documented research papers, and personal/student journals. Failure to turn in assignments (including rough drafts and collected journals) by the beginning of the period on the due date will result in a lowered letter grade for the assignment.

My in-class expectations are simple; I expect each student to respect the opinions and the expressions of every other student in the class. I will allow a great deal of classroom freedom of expression; do not abuse the classroom space by disrespecting other members of the class. Anyone who cannot responsibly participate in class discussion may be asked to leave the classroom. In this literature-based class, it is **imperative** that you be prepared, having completed the reading assignments for each day's discussion. Failure to demonstrate your timely completion of the reading, through discussion, quizzes, journals, etc. will result in drastic grade-related measures.

Journals:

Journals will be simple: for each class day, when a story/poem/play is assigned, I expect to see a brief written response, which may (or may not) involve questions from the book at the end of the piece; I expect to see your thoughts or questions on one or more pieces written out in brief form. The journal related to a given reading assignment should be completed before that assignment is to be discussed in class. I reserve the right to collect some journals on the date for which they should be done, as a sort of quiz; otherwise, they will be collected en masse at the end of the semester.

I look forward to an exciting semester working with you. If you have any questions, don't hesitate to ask. That's why I'm here.

CALENDAR

(This calendar is subject to change; unless told otherwise, however, you are expected to have the readings/journals and essays listed under the heading of each day ready for that day)

Week 1 (Jan. 11-15) **PART I: FICTION**

Mon: Introduction to class

Wed: 3-11, 11-19, 22-24 (Reading Literature, Reading Fiction, Rom. Tip Sheet)

Week 2 (Jan. 18-22)

Mon: Martin Luther King Jr. Day-- no classes

Wed: 54-63 (Faulkner, essays on Faulkner), 78-118 (Character, Dickens, Mukherjee, Melville, Hawthorne+McCall on Melville) **ESSAY #1 ASSIGNED (3+ pages)**

Week 3 (Jan. 25-29)

Mon: 118-131 (Atwood, "Death by Landscape"), 148-153, 160-186 (1st and 3rd person narration), (Chekov, Oates)

Wed: 187-193 (Symbolism, Cisneros, Prager)

Week 4 (Feb. 1-5)

Mon: 207-226 (Theme, Crane, Mansfield, Welty); 229-243 (Style, Tone, Irony, Garcia Marquez, Olsen)

ESSAY #1 DUE!!

Wed: 264-277, 286-297 (Hawthorne, "Young Goodman Brown, "The Birthmark")
308-313, 317-320 (Perspectives on Hawthorne, by various authors)

ESSAY #2 ASSIGNED (3+ pages)

Week 5 (Feb. 8-12)

Mon: 416-439 (Faulkner, perspectives on Faulkner by various)

Wed: 443-450 (Erdich, "Snares")

Fri: Lincoln's Birthday-- no classes

Week 6 (Feb. 15-19)

Mon: 450-456, 462-463 (Jewett, Kincaid)

ESSAY #2 DUE!!!

Wed: 492-497, 540-550 (Allende, Gish Jen)
Finish discussion of fiction

GROUP PROJECT ASSIGNED (9 pages, 3 students)

Week 7 (Feb. 22-26) **PART II: POETRY**

Mon: 589-607 (Reading Poetry: concentrate on Piercy, Updike, Francis, cummings)

Wed: 607-9+11-12, 621-624, 627-628 (Farries, Springsteen), (Diction, Jarrell), (Tone, Fainlight)

Week 8 (Mar. 1-5)

Mon: 631-635, 640-642 (Herrick, Marvell, Keats, Brooks); 649-650, 670-72 (Images, Williams, Pound, Hulme)

Wed: 672-674, 687 (Sim., Metaphor, Shakespeare, Atwood, Atwood)

GROUP PROJECT OUTLINE DUE!!!

Week 9 (Mar. 8-12)

Mon: 693-698, 701, (Symbol, Allegory, Irony, Frost, Poe, Robinson, cummings); 719-21, 725-6, 731, 736, (Sounds, Rhyme, Anon., Southey, Carroll, Kingston)

Wed: 744-751, 755, 757 (Rhythm, Whitman, Wordsworth, Yeats, Blake, Tennyson)

GROUP PROJECT DUE!!!

RESEARCH PAPER ASSIGNED (7+ pages)

Week 10 (Mar. 15-19)

SPRING BREAK-- NO CLASSES

Week 11 (Mar. 22-26)

Mon: 762, 65, 67, 69-70, 72, 74-5, 76, 79-80 (Common Poetic Forms; Sonnet, Shakespeare ("My mistress")); Villanelle, Thomas; Epigram, Coleridge; Haiku, Basho; Elegy, Heaney; Ode, Shelly; Parody, De Vries) 788, 93; 799-802 (Open Form Poems, Williams, Ginsberg, Olds, writing about poetry, Bishop)

Wed: Dickinson: 805-808, 811 "Success", 815 "I taste", 819 "The Soul", 823 "Fly Buzz" 825 "stop for death", 827 "bustle in the house"

Week 11 (Mar. 29-Apr. 2)

Mon: Perspectives on Dickinson: 831, 832, 833, 838-41; Writing about author in depth 843- Frost 849-855 (through "Mending Wall"); Hughes 883-84, 899 "Let America," 904 "English B," 911-912 ("Perspectives on Hughes")

Wed: Case Study: Eliot's "Prufrock": 921-932

962 (Hogan); 984 (Piercy); 987 (Plath); 1011 (WCW) 1018-19 (Yeats); Finish Poetry.

Week 12 (Apr. 5-9) **PART III: DRAMA**

Mon: 1071-1084, 1107-1113; (Reading Drama, Glaspell, paper on Glaspell)

Wed: Sophocles 1113-1120, 1162-1198 Antigone

Week 13 (Apr. 12-16)

Mon: Reading Shakespeare 1211-1222; 1222-1276 Shakespeare, Midsummer Night's Dream

RESEARCH PROJECT OUTLINE/MATERIALS DUE

Wed: Midsummer Night's Dream (finish)

Week 14 (Apr. 19-23)

Mon: 1500-1536 Ibsen's A Doll House, Acts I+II

Wed: 1536-1552 A Doll House, Act III

Case Study on Ibsen: 1565-1582

RESEARCH PAPER DUE!!!

Week 15 (Apr. 26-30)

Mon: Movie: drama (or finish plays, above)

COMPLETE JOURNALS DUE

Wed: Movie: drama

FINAL EXAMINATION (take home) ASSIGNED

Fri: (Last Day of Classes)

Finals (May 3-7)

FINAL EXAM due Tuesday by 3:00 p.m.